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## Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

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## Overview

- Introduction
- What research says about behavior
- Identifying target behaviors and desired replacements
- Collecting data
- Realistic and practical ways to implement research based strategies
- Resources
- Additional Questions/Comments

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## Introduction- About Me

- Live in Greenville, NC
- Ministry Wife
- Mommy to a spunky 4 year old boy
- Love crafts, time with family, and the beach
- My passion is to see all students find personal success in school



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## Introduction- Education

- BS in Communication Sciences and Disorders- East Carolina University, 2009
- Currently working toward Graduate Autism Certificate (Fall 2016) and MAEd Special Education: Behavior and Emotional Disabilities (Spring 2018)- East Carolina University



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## Introduction- Experience

### 8th year teaching Exceptional Children

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|--------------------------------------|---|
| • 2 ½ years at the high school level | • 5 years at the elementary level         |
| – Occupational Course of Study       | – Intensive Behavior Setting              |
| – Cheerleading Coach                 | – Academic Resource Setting               |
| – PBIS Team Member                   | – Autism and Emotional Disability Setting |
| – Prom Committee Co-Chair            | – PBIS Chair                              |
|                                      | – School Improvement Team Member          |

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*"If a child doesn't know how to read, we teach."*  
*"If a child doesn't know how to swim, we teach."*  
*"If a child doesn't know how to multiply, we teach."*  
*"If a child doesn't know how to drive, we teach."*  
*"If a child doesn't know how to behave, we... teach?"*  
*...punish?"*  
 Why can't we finish the last sentence as automatically as we do the others?  
 Tom Herner, 1998

SELF-ASSESSMENT:     
 A Journey of Change

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

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## What Research Says

- Special educators have greater knowledge behavioral interventions than general educators (Beam & Mueller, 2016)
- General educators have a lower level of training and confidence to work with students with challenging behaviors (Beam & Mueller, 2016)
- Fewer than half of students with challenging behaviors receive any type of behavioral interventions or mental health support in the school setting (Wagner & Cameto, 2004)

SELF-ASSESSMENT:     
 A Journey of Change

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

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## What Research Says

- Behaviors have a function
- Obtain or Avoid
  - Attention
  - Tangible Item
  - Sensory Stimulation
- The behavior may serve more than one function
- More than one behavior may be exhibited for the same function

SELF-ASSESSMENT:     
 A Journey of Change

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## What Research Says

- Positive behavior does not come naturally for some students
- We must teach it in a way the student can learn



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## Where To Begin?

- Establish Relationship
- Find the Positive
- Set Achievable Goals



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## Discuss

With someone near you, discuss strategies that you currently use to build relationship or rapport with your students.

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## Identify the Behavior

- What is the behavior?
  - Be specific
- Determine a replacement behavior
- Example of target behavior
  - Jerry is aggressive (too vague)
  - Jerry exhibits aggressive behaviors such as hitting, biting, and kicking other students
- Example of replacement
  - Jerry will keep hands and feet to self when upset

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## Think About It

- Choose a challenging student
- Identify 1-2 target behaviors
- Write down the specific behavior(s) and a desired replacement



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## Finding the Function

- Why
- When
- Where
- With whom



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## Collecting Data

- [ABC Data](#)
  - Antecedent, Behavior, Consequence
- Frequency Charts
  - Document every time the behavior occurs during a specific block of time
- Daily behavior logs
  - Anecdotal notes or description of observed behavior

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## Realistic and Practical Ways to Implement Strategies in the Classroom (Lower Grades)

- Behavior Chart
- Token Economy
- Visual Schedules and Timers
- Social Stories
- PBIS
- Calming Strategies

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## Behavior Chart

- Implement daily
- Quick way to track data
  - When is the behavior occurring?
    - Morning
    - Afternoon
    - Specific activity
  - Where is the behavior occurring?
    - Total school environment
    - Classroom
    - Recess

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## Behavior Chart Example

Student Name: \_\_\_\_\_

**STUDENT:**  
 \*Complete all assignments  
 \*Follow Directions  
 \*Good attitude

**GOAL:**  
 \*Discipline work  
 \*Arguing with the teacher  
 \*Not following directions

Earn at least 5 tokens per day to receive a reward

Date	M	T	W	Th	F
8:30-9:00					
9:00-11:00					
11:00-11:30					
11:30-12					
12-1					
1:15-2:05					
2:15-3:00					
Parent Signature					

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## Token Economy (Individual)

- Establish criteria prior to implementation
- Student earns a token for each positive behavior
- Provides immediate reinforcement
- Allows student to work toward a goal

I AM WORKING FOR \_\_\_\_\_

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## Token Economy (Group)

- Establish criteria prior to implementation
- Student earns a token for each positive behavior
- Provides long term reinforcement
- Allows students to work toward a class goal
  - Friday Treat
  - Class Celebration
  - Movie




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## Visual Schedules and Timers

- Individual schedule with pictures or text to represent the task
  - Use pictures for non readers
  - Use text for students who can read
- Whole class schedule displayed in classroom
- Timer
  - Gives concrete concept of time
  - Visual representation

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## Visual Schedule Example

**Daily Schedule**

8:00- School Day Begins

- ☐ Arrive at school
- ☐ Give mom 1 hug
- ☐ Walk quietly to class
- \* 3 12 = Reward





- ☐ Hang items on hook
- ☐ Read AR book
- ☐ Take a Quiz
- \* 3 12 = Reward

8:45- Math

- ☐ Remain in seat
- ☐ Complete class work
- ☐ ☐ ☐ ☐ ☐ ☐
- \* 3 12 = Reward



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## Social Stories

- Written in a child- specific format describing a social situation, person, skill, event, or concept in terms of relevant cues and appropriate social responses (Gray, 1998)
- Can be written by children, parents, teachers, or other individuals working with the child to address target behaviors that have an impact on social interactions
- May include pictures, text, or a combination

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## PBIS

- School Wide Positive Behavior Supports and Interventions
  - Multitiered framework
  - Consistency across school setting
  - Encourages and rewards positive behavior instead of punishing negative behavior (Thomas, Reinke, & Brooks, 2014)

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## Calming Strategies

- “Take A Break” Area
  - Available as a safe space or time out
  - Criteria taught before the behavior occurs
  - Student request or teacher directed
- Calming Kit
  - Forced choices
  - Calming card

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## Calming Strategy Examples

Teachers Pay Teachers Resources

- [Calm Down Kit- Visual Behavioral Management Tools for Students with Autism](#)
- [Behavior Management and Self Regulation - Take A Break](#)

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## Realistic and Practical Ways to Implement Strategies in the Classroom (Upper Grades)

- Token Economy
  - Much like the lower grades
  - Adapt for age appropriate incentives
- Student Buy-In
  - Forced Choice Surveys
  - Interest Inventories
- Rewards
  - Verbal and Tangible

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## The IRIS Center

- [Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](#)
- [Addressing Disruptive and Noncompliant Behaviors](#)

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## Resources

- Beam, H.D. & Gershwin Mueller, T. (2016): What do educators know, do, and think about behavior? An analysis of special and general educators' knowledge of evidence-based behavioral interventions. *Preventing School Failure: Alternative Education for Children and Youth*. DOI: 10.1080/1045988X.2016.1164118
- The IRIS Center. (2005). Addressing disruptive and noncompliant behaviors (part 1): Understanding the acting-out cycle. Retrieved from <http://iris.peabody.vanderbilt.edu/module/bi1/>
- The IRIS Center. (2009). Functional behavioral assessment: Identifying the reasons for problem behavior and developing a behavior plan. Retrieved from <http://iris.peabody.vanderbilt.edu/module/fba/>
- <http://ec.ncpublicschools.gov/instructional-resources/behavior-support/resources/functional-behavior-assessment>
- <http://www.pbis.org/Common/Cms/Documents/Newsletter/Volume1%20Issue1.pdf>
- [www.Teacherspayteachers.com](http://www.Teacherspayteachers.com)

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